



ANTI-RACIST EDUCATION

Breaking the Mould: Anti-Racist Curriculum Principles - Adapted for The Primary Setting

The Breaking the Mould – Anti-Racist Principles have been adapted for practical use within primary school settings. They provide guidance on what learning environments should consider when co-designing anti-racist learning for both children and adults. These principles are not stand-alone topics or listed in a set order; rather, they are intended to be integrated into a broader, rights-based approach across the whole school.

CHILDREN LEADING THEIR LEARNING IN SAFE SPACES

- Children having the knowledge to be able to **co-design** an engaging curriculum
- Allowing children to understand their **rights to have a say and partake in designing their learning**

GLOBAL CITIZEN – FIGHTING RACISM, DEFENDING RIGHTS

- Understanding the **UNCRC**
- Understanding racism and **how to fight it**
- Understanding **allyship** and standing up for people's rights
- Developing **critical thinking** skills in the curriculum

THE HISTORY OF SCOTLAND AND ITS CONNECTION TO RACISM

- Understanding the **international impact** of Scotland on the racism we see in the world today
- Connecting the **impact of colonialism** to the cities and villages we live in today
- Learning about **Transatlantic Slave Trade** and Scotland's role within it

WHAT RACISM IS, UNDERSTANDING POWER AND PRIVILEGE

- Learning about what **direct and indirect racism** is and how it might affect people
- Understanding **stereotyping** and how that leads to **discrimination and prejudice**
- Gaining an understanding of **power and privilege**
- Learning that everyone has a **different perspective** from their different experiences

REPRESENTATIVE CURRICULUM, WITH DIVERSE VOICES

- Learning about history of their **communities' cultural identities** – past and present
- Learning more about **different languages**
- Providing texts that reflect the **diverse communities** of Scotland
- **Amplifying voices** of stories that are overlooked